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ABSTRACT

A survey of learning resource centers in 15 California community colleges was conducted to aid the staff of the West Valley College center in determining what changes to make in organizational structure, administration, services, and staffing. The survey instrument elicited information on staffing in various departments, work loads, service hours, staffing and operation of service points and the reference desk as well as full- and part-time certificated (professional), classified (non-professional), and student personnel. Acquisitions, circulation, and distribution, instructional development, equipment, and word processing were also explored. All colleges provided technical processes, book acquisitions, and periodicals services, and all but one or two employed full-time certificated and classified staffs. Approximately two-thirds of the colleges had some type of media acquisitions; one-half assigned full-time certificated and two-thirds full-time classified personnel to this function. Nearly all colleges had one or more full-time certificated staff members assigned specifically to public service/reference coordination. Part-time personnel were employed at two-thirds of the centers. Instructional development was a function in three-fourths of the centers with full-time certificated personnel generally responsible for the service. Students were employed at all centers for various time amounts. (TR)

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Structures, Services and Staffing in Learning Resource Centers in Selected California Community Colleges

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Introduction and Purpose of the Study

Learning resource centers are vital to the educational programs in California's community colleges. They provide a wide range of services and operate within differing organizational structures throughout the institutions.

The general purpose of the study was to obtain data about learning resource centers in selected California community colleges. Specifically, it was anticipated that the information would be helpful to the staff in determining what changes, if any, were indicated in the organizational structure, administration, services and staffing of the Learning Resource Center at West Valley College.

The methods of the study were as follows:

1. Identify major departments and services within a comprehensive learning resource center and design an instrument which would provide information about the staffing, hours of service and organization of such an educational support service.
2. Identify approximately 20 community colleges in California which were similar to West Valley College in size and types of services offered, and
3. Obtain additional information in the form of job descriptions and patterns of organization within learning resource centers.

A number of assumptions were made relative to the study:

1. The colleges were of similar size.
2. The colleges provided basic LRC services.
3. The colleges were representative of community colleges in California.

A variety of conditions and factors appeared to place limitations on the study:

1. Some items on the survey instrument were not specific or clearly defined.
2. The design of the instrument did not provide a suitable format to report sufficient or desired data on the services in a number of colleges.
3. The instrument did not give colleges an adequate format in which to clearly indicate the functions and utilization of certificated, classified staff, and students.
4. Not all colleges were part of an established or emerging multi-college district.

The survey was mailed to the administrative officer in learning resource centers in 21 community colleges in California. Administrators

were also requested to send copies of staff job descriptions and tables or organization. Fifteen of the 21 colleges returned the completed instrument and a lesser number supplied job descriptions and tables of organization.

Those colleges responding to all or part of the study were: Bakersfield, Chabot, Chaffey, De Anza, Diablo Valley, El Camino, Fresno City, Golden West, Grossmont, Long Beach, Orange Coast, Palomar, San Bernardino Valley, San Jose City, and San Mateo. Data from West Valley College are also included.

The report focuses on the staffing in the various departments, work loads, hours of service, staffing and operation of service points and the reference desks in learning resource centers. Information is included about full and part-time certificated and classified personnel and students.

Staffing

Technical Processes

Fourteen colleges employed full-time certificated personnel for technical processes service. In 9 of 14 technical processes were reported as librarians only function. In 2 of 13 other duties were assigned. In two colleges part-time staff provided all technical processes services. Two colleges supplemented full-time librarians with part-time certificated staff.

Fourteen colleges employed 1 to 4 full-time classified staff for technical processes. In one college, four part-time classified employed were assigned to these activities. In five centers part-time personnel supplemented full-time classified staff. Fifteen colleges utilized student assistants in technical processes.

Book Acquisitions

Fourteen colleges assigned full-time certificated staff to book acquisitions. In 4 of 13, book acquisitions appeared to be the librarian's sole function. In 11 of 13, the certificated staff member had additional responsibilities. Two colleges used only part-time certificated staff in book acquisitions. One college used part-time librarians in addition to its full-time staff in this department.

Twelve of the colleges assigned one-half to two full-time classified staff members to book acquisitions. Part-time classified personnel were employed for this function in two colleges where they supplemented full-time staff in one center and were the only classified employees in book acquisitions in another. Students were hired for the service in ten colleges.

Media Acquisitions

Eight colleges had full-time librarians in media acquisitions. In four, this was reported to be the librarian's only function. In four, these individuals had additional assignments. One college employed part-time certificated staff for media acquisitions.

Ten colleges employed full-time classified staff for media acquisitions which included film rental and booking services. One college had two full-time employees in this function, seven had one person and in two, classified staff were assigned one-half their load in media acquisitions. One college relied solely on part-time personnel for this function. In eight institutions, students were utilized for media acquisitions.

Periodicals

Thirteen colleges employed full-time librarians for the periodicals service. Seven colleges indicated this was the individual's only assignment. In six, librarians devoted from one-fourth to as much as two-thirds of their time to the periodicals function. In two colleges part-time personnel handled this service.

Thirteen colleges operated periodicals with full-time classified staff. One person had a full-time assignment in the service in each of

nine colleges, and two or more staff were utilized in two institutions. In two departments, full-time staff had half of their assignment in periodicals. One college identified no classified staff assigned to periodicals. Two colleges depended solely on part-time personnel and four used part-time classified staff in addition to their full-time staff. Students were employed in periodicals departments in 14 colleges.

General Book/Reserve Circulation

Ten LRC's assigned full-time librarians some responsibility for book circulation. In five, this function was reported to be the primary function for certificated staff members. In five, the full-time staff devoted a very small portion to three-fourths of their time to department activities. One college utilized part-time certificated staff for circulation. Four indicated they assigned no professional staff to general book/reserves circulation.

Thirteen colleges employed one to four full-time classified staff in book circulation, most had two. Part-time classified staff supplemented the full-time personnel in nine centers. Fourteen colleges hired student assistants for general book/reserve circulation.

Public Services/Reference Coordination

The public services/reference function was staffed in a variety of ways in the colleges participating in the study. Some colleges responded to this item indicating the total number of librarians assigned to reference, others to the number coordinating the service. Therefore, the data presented may not reflect the actual situations which exist in the colleges.

The number of full-time librarians employed for coordination of reference service in 14 colleges varied. One did not respond to this item. In six colleges, 1 to 3 performed reference functions only. In 11 colleges, three to as many as ten librarians provided reference assistance. Ten colleges utilized part-time librarians to supplement their full-time staff during day, evening, and weekend hours.

Full-time classified staff assisted librarians in five colleges, and

part-time in two. Students were employed to assist with tasks related to reference service in eight colleges.

Instructional Development

Eleven colleges had certificated staff in instructional development. Eight institutions reported the service was provided by the equivalent of one full-time person. One college used both full-time and part-time classified staff, another part-time only and two hired students to assist with instructional development services.

Media Production

Four colleges employed full-time certificated staff for media production. In two, this constituted about one-half of the staff member's assignment. Two colleges made limited use of certificated part-time staff in media production.

Fourteen colleges hired full-time classified staff for media production. The number varied from one to as many as six individuals with seven departments having three or four full-time classified personnel. Five colleges used hourly personnel to supplement full-time staff. Students were hired for media production in ten colleges. The learning resource center was not responsible for production services in one college.

Media Distribution

Full-time certificated staff had some supervisory responsibilities for media distribution in three colleges, part-time in one. Fifteen colleges employed full-time classified personnel in this function. The number of individuals in the department varied from one-half to as many as three full-time staff. One college used part-time classified staff only on this service and four supplemented full-time personnel with hourly employees. Students were employed in media distribution in 11 colleges.

Equipment Distribution

Two colleges assigned full-time certificated staff minimal supervisory responsibilities for equipment distribution. Full-time classified staff were employed for this service in 15 colleges. One college did not

not respond to this item. The number of full-time employees per department varied fron one-half to as many as three, the average being one and a half persons. Two colleges used hourly personnel in addition to their full-time classified staff. Students were employed for a varying number of hours for equipment distribution in ten colleges.

Equipment Repair

Full-time certificated staff exercised minimal supervisory responsibilities for equipment repair in two colleges. One-half to three full-time classified personnel were employed in the 11 colleges, which provided the service through the learning resource center. Two colleges relied solely on part-time staff and one supplemented its full-time personnel with hourly classified assistants. Students were hired for equipment repair in six colleges. In one they were the only staff in the service.

Word Processing/Reprographics

Nine colleges incorporated some form of word processing (typing/ duplicating) services within the LRC. These departments were operated by full-time classified staff ranging from 1 to 10 individuals, depending on the size of the college and the extent of the service. Two colleges also utilized students in this service.

Other

Other services offered through one or more of the participating LRC's included supervision of independent study, testing and computer assisted instruction, coordination of staff development activities, instruction in library research skills and orientation to learning resource center services. Varying numbers of certificated and classified staff were employed for these functions.

STAFFING IN LEARNING RESOURCE CENTERS BY CATEGORIES OF SERVICE

	CERTIFICATED FULL TIME		CERTIFICATED PART TIME		CLASSIFIED FULL TIME		CLASSIFIED PART TIME		STUDENT
	No. of Colleges	Range in No. of Staff Per Dept.	No. of Colleges	Range in No. of Staff Per Dept.	No.of Colleges	Range in No. of Staff Per Dept.	No. of Colleges	Range in No. of Staff Per Dept.	Uses Students in Dept.
TECHNICAL PROCESSES	14	.4 - 1	4	1	14	1 - 4	6	1 - 4	15
BOOK ACQUISITIONS	14	.33 - 1	3	1 - 4	12	.5 - 2	2	1	10
MEDIA ACQUISITIONS	8	.33 - 1	1	1	10	.5 - 2	1	1	9
PERIODICALS	13	.25 - 1	3	.2 - 2	14	.5 - 4	6	.4 - 2	13
GENERAL BOOK/ RESERVE CIRCULATION	10	.05 - 1	1	1	13	1 - 4	9	.03 -1.5	14
PUBLIC SERVICE REF. COORD.	14	.2 - 3	10	.6 - 3	5	1 - 2	6	1	8
INSTRUCTIONAL DEVELOPMENT	8	1	3	.2 - 1	1	1	2	.2	3
MEDIA PRODUCTION	4	.5 - 1	2	.2 - 6	14	1 - 6	5	.5 - 2	10
MEDIA DISTRIBUTION	3	.1 - 1	1	1	15	.5 - 3	5	.4 - 2	11
EQUIPMENT DISTRIBUTION	2	.3 - .6	0	0	15	.5 - 3	2	.7 - 1	10
EQUIPMENT REPAIR	2	.05 - .1	0	0	11	.5 - 3	3	1	6
WORD PROCESS./ REPROGRAPHICS	0	0	0	0	9	1 - 10	1	1	3

Staff Working Hours

The schedule for certificated staff ranged from 30 to 37.5 hours per week. The work assignment for classified staff was 37.5 or 40 hours per week. A detailed breakdown of the working hours is as follows:

Work Week for Certificated & Classified by Number of Colleges

	30 hrs.	35 hrs.	37.5 hrs.	40 hrs.
Certificated Staff	2	6	5	3
Classified Staff	0	0	2	14

Average Number of Hours Worked by Staff Per Week

Certificated Staff	36.09 hrs. per week
Classified Staff	39.69 hrs. per week

Hours of Service

The length of time learning resource centers were open per day varied between 13.5 - 14.25 hours Monday through Thursday and 8.5 - 14.5 hours on Friday. The LRC's in ten colleges provided service on Saturdays with the number of hours open varying from 4 to 7. Seven of 15 LRC's were open Sunday for 4 to 6 hours. Six centers provided service both days of the weekend, four on Saturday only and two Sunday only. LRC's in three colleges had no weekend hours. A summary of the foregoing information appears below:

Hours of Service on Weekday by Number of Colleges

	8	8.5	9	9.5	13.5	14	14.25	14.5
Mon - Thurs					1	5	2	7
Friday	2	3	1	2		4	2	1

Hours of Service on Weekends by Number of Colleges

	4	5	6	7	8
Saturday	5	1	2	1	0
Sunday	5	1	1	7	1

Weekend Service in Learning Resource Centers

Days	Number of Colleges
Saturday	10
Sunday	8
Saturday & Sunday	6
Saturday only	4
Sunday only	2
No Saturday or Sunday Service	3

Average Number of Hours of Service in Learning Resource Centers

Days	Hours
Monday - Thursday	14.23
Friday	11.23
Saturday	5
Sunday	4.8
Weekly	73.5

Service Desks

Fifteen colleges provided varying amounts of information about their service desks. Relative to this information, it should be reiterated that the learning resource centers in three colleges were not open weekends.

Periodicals

Twelve of the 15 LRC's had separate periodicals desks. Two combined periodical distribution with the book reserve circulation service at all times, one during evening hours and two on weekends.

Book/Reserve Circulation

All fourteen LRC's responding to this item maintained book/reserve circulation desks. One of the fourteen also distributed audiovisual media from this central point. As indicated in the previous paragraph, one college circulated periodicals from the book reserve desk on evenings and weekends, one on weekends only and two other colleges operated in this manner at all times.

Audio Visual Equipment

Learning resource centers in 13 responding colleges included audio visual equipment distribution as one of their functions. One college did not assign the LRC responsibility for this service. Distribution of equipment was combined with media circulation in one college. Two colleges did not distribute equipment during evening hours and three other colleges did not staff this service on weekends.

Audio Visual Media Circulation

Fourteen LRC's had an audio visual circulation service, one as indicated above, combined this function with equipment distribution, and another limited its media circulation exclusively to 16 mm film booking and distribution. Three colleges did not staff the media circulation desks on evenings and six either did not provide the service or distributed media from another desk on weekends.

Reference Service

The number of full-time librarians providing reference service varied. In six colleges 1 to 3 librarians spent 30 - 35 hours per week in this assignment. In 11 colleges three to as many as ten librarians provided reference service with the amount of time spent in this function generally varying between 11 to 15 hours per week. The instrument did not ask participants to detail librarian's assignments. Therefore, it could be an indication that where librarians provided from 10 - 15 hours reference service they were responsible for other functions such as acquisitions, circulation, periodicals, etc. Nine colleges provided some double coverage at the reference desk. Eight indicated this assistance was offered in the day, primarily between the hours of 9 or 10 a.m. to 12 - 1 p.m. One college extended the double coverage to 2 p.m. and another until 5 p.m. Twelve colleges had a reference librarian on duty all day hours; 14 all evening hours and 11 all weekend hours. It should be noted that three colleges were not open on weekends.

The participating colleges used a variety of patterns to staff the reference function. Eight colleges relied on full-time librarians, as a part of their regular load, for reference service on evenings and weekends. Four of these eight colleges completely covered evenings and weekends in this manner. Five colleges hired their full-time librarians on an overload basis for evening and weekend service. Six learning resource centers used part-time librarians for evenings and weekends, and two staffed this service solely with hourly personnel during these time periods. In half the colleges part-time employees provided some reference service during the day.

An indication of the variety of staffing patterns utilized for the reference function is evidenced in the information which follows:

1. One college - Full-time staff, as a part of their regular load, or on an overload basis, covered evenings and weekends. No hourly personnel were used during the day.
2. One college - Full-time staff, as part of their regular load, provided evenings and weekend reference assistance. Some part-time staff were hired for day hours.
3. One college - Full-time staff, as part of their regular load, as well as hourly personnel, covered evenings and weekends. Some part-time staff were employed for day coverage.
4. Two colleges - Part-time staff were employed for all evening and weekend hours and for some periods during the day.
5. Four colleges - Full-time staff as part of their regular load provided all reference assistance during days, evenings and weekends.
6. Two colleges - Full-time staff, on an overload basis, covered evenings and weekend hours. Some part-time personnel were used during the day.
7. Two colleges - Full-time staff, on an overload basis, as well as hourly personnel provided reference service on evenings and weekends. Some hourly personnel supplemented full-time staff during the day.
8. One college - Full-time staff, as a part of their regular load, together with hourly personnel were utilized on evenings and weekends. No part-time staff were hired for reference assistance during the day.

Summary

All participating colleges provided technical processes, book acquisitions and periodicals services within the learning resource center and all but 1 or 2 employed full-time certificated and classified staff for these services.

Approximately two-thirds of the colleges had some type of media acquisitions service. One-half assigned full-time certificated personnel and two-thirds full-time classified employees to this function.

Nearly all colleges had one or more full-time certificated staff members assigned specifically to public service/reference coordination. Part-time certificated personnel were employed in two-thirds of the learning resource centers. As previously indicated, some colleges interpreted this item to refer to all professional staff assigned to reference, so there was considerable variation in the responses. One-third of the colleges used some full-time classified staff to assist certificated staff in reference activities.

In two-thirds of the colleges, certificated staff provided varied amounts of supervision for general book/reserve circulation functions. Full-time classified personnel had most of the responsibility for this service in nearly all LRC's with half of the respondents indicating that some hourly classified personnel were also hired for circulation activities.

Instructional development was a function of the learning resource center in three-fourths of the colleges with full-time certificated personnel responsible for the service in most institutions. Part-time certificated staff were employed in this capacity in a very few institutions. A minimal number of classified employees were assigned to instructional development work.

Varying levels of media production services were provided through the learning resource center in nearly all colleges. In one-third of these institutions, certificated staff members exercised some direct supervision of this service. From 1 to 6 full-time classified personnel were hired for graphics, photographic and television work. In a third of the colleges, hourly classified employees supplemented the full-time staff.

In all participating colleges, the major responsibilities for media and equipment circulation/distribution, were handled by full-time classified staff. Certificated personnel exercised minimal supervision of these services in about one-fourth of the colleges.

Three-fourths of the responding learning resource centers were the providers of audio visual equipment repair services in their respective colleges. In a few colleges certificated staff gave minimal supervision to the function will full-time classified employees directly responsible for this work.

Varying levels of word processing/reprographics-typing and duplicating services were included in LRC operations in just over half of the participating colleges. Full-time classified personnel had the major responsibility for these functions.

Students were utilized for varying amounts of time on all of the services. All, or a majority of the responding colleges, hired students for technical processes, book acquisitions, media acquisitions, periodicals, general book reserve/circulation, media production, media and equipment distribution.

The average work week for LRC certificated staff was 36.09 hours; for classified staff, 39.69 hours.

Learning resource centers were open an average of 73.5 hours per week. Eighteen LRC's were open either Saturday or Sunday, six had service on both Saturday and Sunday and three had no weekend hours.

The circulation of periodicals, books and reserve materials was a function of all the learning resource centers and these desks were staffed during all hours the facilities were open. Nearly all circulated audiovisual materials and distributed audiovisual equipment. Some did not staff these points or had other arrangements to circulate audiovisual materials and distribute equipment on evenings and weekends.

The number of librarians providing reference service varied. In about one-third of the learning resource centers, reference service appeared to be the librarian's only assignment, in the majority it seemed that the librarians had other responsibilities in addition to their reference functions. A

variety of staffing patterns were used to provide reference service on evenings and weekends. About half of the LRC's staffed these time periods with full-time personnel as part of their regular load or on an overload basis. In half the colleges, hourly staff provided some reference service during the day, evenings and weekends.

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